Uintah School District Weekly Lesson Plans Unit 6

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 6 Grade 2 Week 1-April 10-13 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  **RI.2.10:**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.10:**By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section | **Word Families**: -y plus –er -est (Theme 15)  **Comprehension Strategies**: Synthesize; create a summary  **Grammar**-review simple sentence structure  **Writing**- Presentation  Cause and effect WRG p. 29 & 47  Writing Bridge: 29,30  Comprehension Bridge 14, 15  Lively words and phrases/adjectives lesson WRG pgs. 63-64  **Science**  Review previous standards in units 1-5  Objective 2. **Analyze objects and record their propertie**s  **Social Studies:**  Review previous standards in units 1-5 |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives** | **Terminology** |
| Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly  -(ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Reasons Why You Sneeze and More (Rigby Level M) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use descriptive words to describe food they taste |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  | Review descriptive words in a dictionary and add them to the word wall(spelling) |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 6 Grade 2 Week-2 April 16-20 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  **RI.2.10:**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.10:**By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section | **Word Families**: verb ending -ed ( (Theme 15)  **Comprehension Strategies**: Review fix-up strategies: review pictures  Comprehension Bridge: 14,15  **Grammar:** Compound sentences joined with and  WRG. p. 30  **Writing:** Presentation  Cause and effect WRG. p. 47  Writing Bridge: 29,30  **Science**  Review units 1-5  Objective 2. **Analyze objects and record their propertie**s  **Social Studies:**  Review units 1-5 |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | **Terminology**  adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Tomatoes Everywhere (Rigby Level H) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  | Reflexive pronouns | ↓ |  |  |
| Thursday |  |  | Reflexive pronoun game |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 6 Grade 2 Week-3 April 23-April 27 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  **RI.2.10:**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.10:**By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section | **Word Families**: verb ending -ing (Theme 16)  **Comprehension Strategies**: Monitoring understanding: pause and reflect  Comprehension Bridge: 15,16  **Grammar:** other joining words: but, or, so WRG p.31  **Writing:** Editing  Report organizer WRG p. 48  Writing Bridge:31,32  **Science**  Review units 1-5  **Social Studies:**  Review units 1-5 |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | **Terminology**  adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |
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HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | \* | Magic School Bus Human Body Books |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use poster board with what, who, where, when, why, and how, have students use sticky notes to answer questions, also can use white boards, or scrap paper |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday | Songs about nutrition | Plants We Use (Rigby Level J) |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| --- | --- |
| Focus Standards: Unit 6 Grade 2 Week-4 April 30-May 4 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  **RI.2.10:**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RL.2.10:**By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section | **Word Families**: compound words (Theme 16)  **Comprehension Strategies**: Review synthesize: create a summary  Comprehension Bridge: 15,16  **Grammar:** Review and practice simple versus compound sentences WRG p.32  **Writing**-Editing-Writing process  Report WRG p.48  Writing Bridge: 31,32  WHB p.6  **Science**  Review units 1-5  **Social Studies:**  Review units 1-5 |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives** | **Terminology** |
| (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday | Reference books about bones |  |  |  | ↓  Center Work |  |  |
| Wednesday |  | Food Books |  |  | ↓ |  | Write an opinion piece about an important thing to do to stay healthy |
| Thursday |  |  |  |  | ↓ |  | Write about bones using found research |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 6 Grade 2 Week-5 May 7-11 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | **Word Families**: Review  **Comprehension Strategies**: Review  **Grammar**-Review  **Writing**-Review  **Science**  Review units 1-5  **Social Studies:**  Review units 1-5 |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  Write an explanatory piece describing the experience of painting a still life.  Use descriptive words (adjectives) to describe food they taste.  Consult a dictionary on the spelling of descriptive words.  Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  Read books with the common theme of “food,” to find the message or theme of the literature.  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  Use reference books to research the scientific names of bones in the human body.  Write an opinion piece about an important thing to do to stay healthy.  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly | **Terminology**  adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  | Food Books |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |